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ABSTRACT

The document presents organizational details of the 18-month Country School Legacy Project (June 1980-December 1981) to begin an on-going inquiry into the history of rural education and current public policies which affect country schools and which will result in greater public use of library facilities and historical collections in public, academic, and special libraries in Colorado, Kansas, Nebraska, Nevada, North Dakota, South Dakota, Utah, and Wyoming. Contents include: proposal application highlights; background objectives; project schedule; staff names, titles, and addresses; and implementation phases. Phase I focuses on notification of all participants, final strategy planning, and initiating an extensive publicity campaign. Phase II involves gathering documentation on the topics of: country schools as historic sites; country schools as community centers; country schools and the Americanization of ethnic groups; reading, writing, 'rithmetic, and recitation; teachers: their roles, rules, and restrictions; and country schools today. Phase III concentrates on completion of oral histories and production of booklets, brochures, discussion guides, slide-tape shows, and a movie to create a traveling exhibit for each state. The project culminates in Phase IV with the presentation of the project's efforts in the form of public programming and discussion-seminars at the 188 participating libraries. (NEC)

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COUNTRY SCHOOL LEGACY:

Humanities on the Frontier

Instructions to Staff Members Prior to

Beginning Research

June 17, 1980

Andrew Gulliford
Project Director
Colorado Mountain College/Silt Elementary School
Silt, Colorado

Funded by the National Endowment for the Humanities

Sponsored by the Mountain Plains Library Association

RC 013048

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COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

The Mountain Plains Library Association is pleased to be involved in this project documenting the country school experience. Funding of this project from the National Endowment for the Humanities, cost sharing and other contributions enabled us all to work with the several state-based Humanities Committees as well as many other state and local libraries, agencies and interested citizens. We are deeply impressed not only by the enthusiasm for this work by all concerned but by the wealth of experience brought to bear in focusing attention on—and recapturing—this important part of history, and how we got here. This project seems to identify many of the roots and "character formation" of our social, political and economic institutions in the West.

Already the main Project objective seems to be met, stimulating library usage and increasing circulation of historical and humanities materials in this region. Public interest is rising in regional, state and local history. Oral history programs are increasing with greater public participation. The study of genealogy—and the search for this information—is causing much interest in consulting—and preserving—historical materials. What has been started here will not end with this project. The immediate results will tour the entire region and be available for any who wish the program, film, and exhibit. There will be more discussion of—and action on—the issues involving the humanities and public policies, past and present. The Mountain Plains Library Association is proud to be a partner in this work, the Country School Legacy, and its contribution to understanding humanities on the frontier.

Joseph J. Anderson
Nevada State Librarian
Past President
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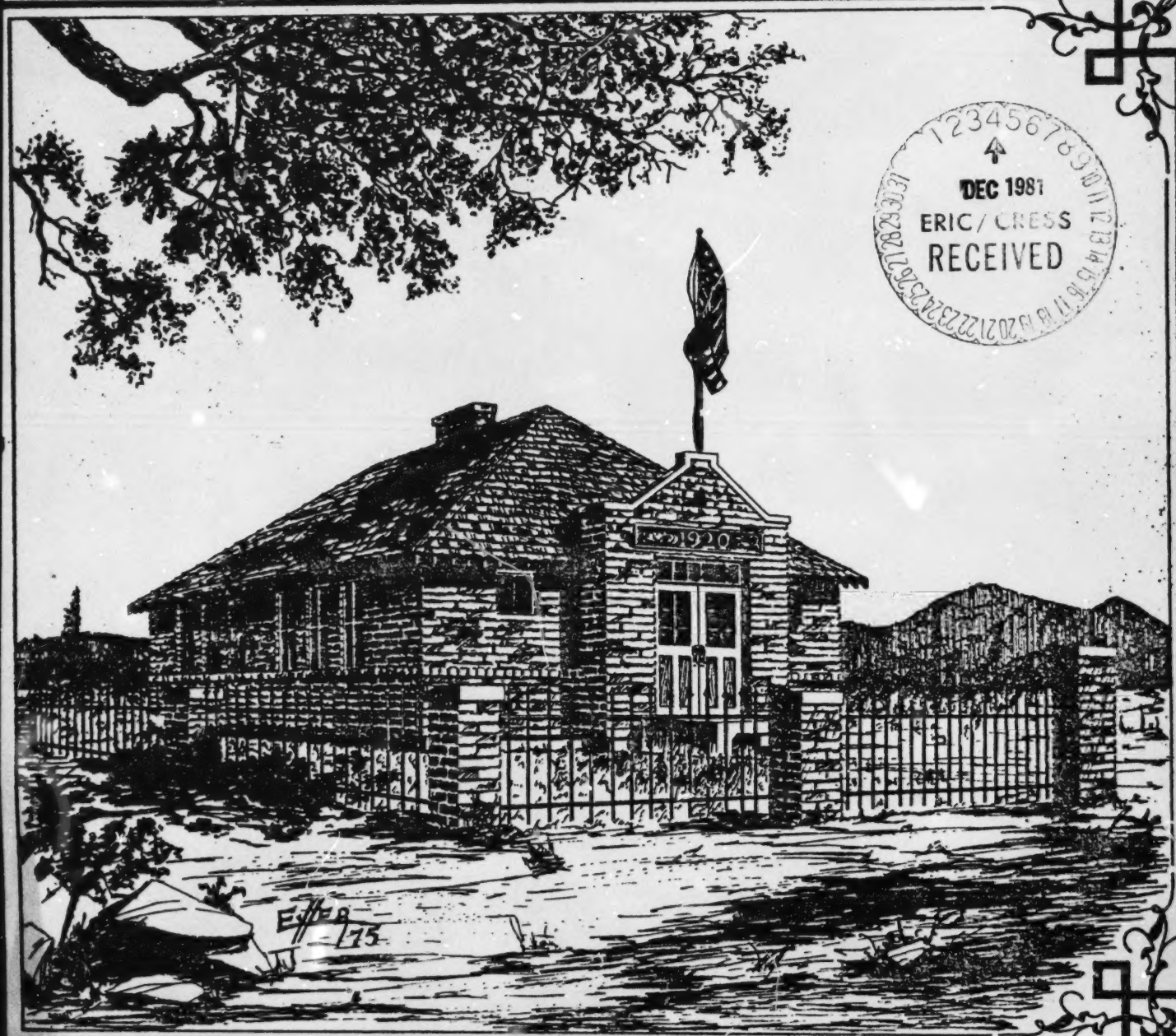
Country Schools



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Country School Legacy: *Humanities on the Frontier*

Andrew Gulliford
Photographer
Oral Historian

•MULTI-MEDIA •DOCUMENTARY PHOTOGRAPHY •FREELANCE •CONTRACT HISTORY

Dear Colleagues: June 17, 1980

Congratulations are in order! The National Endowment for the Humanities has funded the Mountain Plains Library Association's grant proposal titled "Country School Legacy: Humanities on the Frontier."

The eighteen month project begins immediately and includes mileage and a stipend for the humanities scholars, selected librarians, and members of the Executive Committee. Enclosed is the heart of the grant application that was sent to NEH.

Volunteer help will be essential, and we can look forward to a great deal of support from within the MPLA states of Colorado, Kansas, Wyoming, Utah, Nebraska, Nevada, North Dakota, and South Dakota.

Please pay particular attention to the documentation phase of the grant because those six categories i.e. Country Schools as Community Centers, Country Schools as Historic Sites, etc. will be our focus between now and March 1st. As much as possible coordinate your activities with local and regional libraries, historical associations, and state historical societies. Let me know how many publicity packets you can use to send to newspapers in your state.

As part of the grant we will be producing a documentary movie and a traveling exhibit for each state. Please send any movie location ideas, possible script ideas, or exhibit ideas to me. In a few weeks you will hear from the Media Director and the Exhibits Director who will outline their specific research needs.

Other hints: Keep all notes in spiral binders so that when the project is done they will become part of the archive;

Wherever possible photograph schools with a 35mm camera using Kodak Plus-X film and a yellow filter;

Look for old photos that can be copied;

List names of possible interviewees but do not begin oral histories quite yet;

Talk to school superintendents, nursing home residents, senior organizations, and retired teacher associations.

SCHOOL DAYS

First, can anyone tell why the one-room country school is famous? That's right; it is where millions of Americans had their first brush with education, where they first had to learn that Montana is west of Mississippi, that nine times nine is eighty-one, and that words which ought to end in "ible" invariably double-cross you and end in "able."

And what else? Yes, because it was to schools like this that some of our most successful citizens trudged heroic distances through snow piling higher every time they tell it....It is a good thing that Mrs. McGuire loves the work, for this weather-beaten schoolhouse has all the shortcomings of its kind. The plumbing is outdoors, the washbowl on the porch, someone has to tote coal for Big Joe, the stove. The pay is thin soup; it has been as low as $420 a year, and even now is only $878 a year.

NORMAN ROCKWELL VISITS A
COUNTRY SCHOOL

November 2, 1946

The Norman Rockwell Book

Indianapolis, Indiana:
Curtis Publishing Company, Inc. 1977

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

Proposal Application Highlights

(1) TIMING

Time frames are critical to the proposal's success for several basic reasons. First, the project director has already applied for a professional leave of absence from his teaching positions in order to direct the grant. He had to give notice before April 1, althought grant notification will not take place until mid-June.

All of the humanities scholars and many of the librarians work in academic institutions and can accommodate their schedules for concentrated grant activities during the summer of 1980 and 1981. To delay successful grant funding would seriously impair a delicate staff network in eight states. Several rural libraries are also hesitant to make commitments past December of 1981----the end of the grant period.

(2) PARTICIPATION

A phenomenal 188 public and academic libraries in eight states have endorsed the proposal and wish to participate. Some of the libraries are represented by library systems; therefore, there are not letters of endorsement from each library although confirmation has been made by telephone at the project director's expense. Requested grant funds are almost matched dollar for dollar with cost-sharing as positive proof of significant state support.

(3) PHASES

The project breaks easily into five phases:

Phase I	Notification---June 15, 1980-July 1, 1980
Phase II	Documentation---July 1, 1980-March 1, 1981
Phase III	Production---March 1, 1981-June 1, 1981
Phase IV	Presentation---June 1, 1981-December 1, 1981
Phase V	Evaluation & Continuation---September 1, 1981-December 15, 1981

(4) STAFF

The project staff include: project director, media director, exhibition director, oral history consultant, eight humanities scholars (one per state), and sixteen librarians (two per state). The librarians are located in geographically opposed parts of their state for better coverage during the documentation and public programming phases.

(5) BUDGET

The two heaviest expenses in the grant proposal are for staff stipends and travel. The number of staff (29) is critical because of the magnitude of the project during the documentation phase and the effectiveness of the project during its public programming. At least twice that many scholars and librarians will be working on the project without pay either because of their own interest or in addition to their institution's participation. Such involvement could easily increase the in-kind cost sharing by 30% at the project's completion.

Travel is expensive, and the states involved are some of the largest in square miles of any state in the union. The mountain and plains states represented by the Mountain Plains Library Association have few highways in proportion to the amount of land in each state. Population is sparse and small towns are isolated by vast distances on the plains and twisting alpine roads in the mountains.

If rural libraries are to share in National Endowment for the Humanities Public Programs and Library Program grant funds that have in the past gone to large urban library districts, such travel expenses are justified. In Wyoming, one-third of the county libraries in the state are participating. Such participation represents an enormous amount of mileage to be covered in the pursuit of successful public programming.

(6) CONCLUSION

Any postponement of the project in light of ever-increasing energy and film costs (up 50% for black and white Kodak film as of January 26, 1980) could mean the project's untimely demise. The dedicated individuals who are committed to the "Country School Legacy: Humanities on the Frontier" proposal are more than willing to make any adjustments or clarifications that the review board deem necessary. However, major fiscal or philosophical changes in implementation requiring resubmission of the grant proposal would profoundly affect the travel budget and the time commitments of the project director and staff.

Please keep in mind that the proposal, with all its letters of support and recommendation, was prepared without the assistance of a planning grant. This proposal represents countless accumulated staff time by individuals, public libraries, library systems, state libraries, and academic libraries for which no renumeration was requested.

This might not be as thorough a proposal as is possible given more time and funding, but it accurately reflects the enthusiasm and grass-roots support for a grant idea whose time has come.

BACKGROUND

In the July-September 1977 issue of Historic Preservation, Dr. Fred Schroeder of the University of Minnesota at Duluth published an article titled "Educational Legacy: Rural One-Room Schools." (Addendum #1).

Dr. Schroeder began with a description of his own teaching experience at Sunny Crest School in 1952 and went on to describe the historical antecedents of country schools throughout the United States. The article detailed Horace Mann's reform movement for consolidation, and the deplorable teaching conditions that existed in most country schools with poor facilities, no standardized texts, and inadequately trained teaching personnel. Dr. Schroeder went on to say, "Country Schoolhouses are icons of such treasured American values as simplicity, equality and self-reliance."

Thus the paradox of a growing nation with sub-standard educational facilities that have over the years become a symbol of basic education and the American dream of bettering oneself through education. The two ideas appear contradictory, but in reality a great deal of learning went on in country schools, and with the proper teacher and local community support, one-room schools were an exciting educational experience.

Dr. Schroeder was contacted about the possibility of doing a large research project which would evaluate country school documents and the country school legacy in all fifty states. To that end a survey form (Addendum #2) was devised as well as a cover letter (Addendum #3) to explain the potential idea for the grant topic. Under the auspices of the University of Minnesota, the form was sent to state historical societies in each of the fifty states.

The results were interesting and indicated a definite lack of any cohesive documentary material on a major facet of American education. Some historical societies had oral histories and a few photographs as well as an occasional manuscript or two, but for the most part collections were minimal at best and in no way reflected the significance or importance of the 195,000 country schools that were to be found in the United States in 1920.[1]

Interest was generated in the country school topic by placing an "information wanted" note in the March, 1979 issue of History News sponsored by the American Association of State and Local History. Replies were received from numerous state and local historical societies describing their rural education records and collections. An archivist from the Society of American Archivists also expressed his interest in the project and described his scholarly study of the relationship between architects and educators in the 19th and early 20th centuries.

A brief request for information in the "Colorado Old Times," a statewide Senior Citizen newspaper, produced several written suggestions for individuals to be contacted. (See "Country School Legacy: Humanities on the Frontier"---Volunteer Resource Contacts).

In the summer of 1978, Andrew Gulliford, a fourth grade teacher, college history and photography instructor and oral historian, toured the United States seeking material on country schools. The 10,000 mile trip which included traveling the entire length of the west coast, skirting the western

states and the south as well as the Atlantic seaboard, further confirmed the need for careful documentation of an important part of America's past.

Research done at the California Historical Society, the New Jersey Historical Society, and conferences with the National Trust for Historic Preservation indicated the enthusiasm for such a project. Additional travel in the summer of 1979 confirmed the need for a cohesive study such as one now on-going in the province of British Columbia in Canada.

However, the scope of the project and previous commitments by interested personnel necessitated its reduction in size. Although a thorough study of country schools is necessary throughout the United States, it became obvious that a successful project would have to be smaller in scope.

The authors were not just interested in country schools as recent history, but sought a way to involve the general public in an appraisal of the country school experience. Public participation and involvement was to be an essential part of the project particularly in the identification of country schools as historic sites and in the promotion of serious discussion of past and present educational values and philosophies.

An important part of the research idea was to be a careful evaluation of country schools and humanities content and how rural schools served as cornerstones for rural communities. Not only did children attend one-room schools during the day, but often adults met in the evenings for debates, discussions, and social activities. In the decades before television and radio, local issues as well as national issues and the arts and literature were often enthusiastically discussed and presented in country schools.

Gradually, as our thinking coalesced, we sought to limit the grant to those areas where country schools were most recently or still are a vital thread in the social and community fabric.

In discussing the concept at an Oral History Conference sponsored by the Denver Public Library and the Colorado Center for Oral History, one of the participants suggested sponsorship by the Mountain Plains Library Association. Investigation proved that the MPLA with its member libraries in Kansas, Colorado, North Dakota, South Dakota, Utah, Nevada, and Wyoming was the perfect umbrella organization to promote such a study.

The states that are served by the MPLA are exactly those states where the country school experience has been the most profound particularly in Nebraska, where 1,111 country schools still operate. Having limited the scope of the grant, it became necessary to achieve MPLA support from their executive committee.

Andrew Gulliford presented the grant concept at the July 13th meeting of the MPLA Executive Board. In an unprecedented twenty minute discussion, the board voted unanimously in favor of the grant concept and offered its support of sponsorship and the selection of Joe Edelen from the I.D. Weeks Library of the University of South Dakota to serve as project fiscal agent. (Addendum #4).

Subsequent publicity in the MPLA Newsletter in October has resulted in a tremendous response from librarians and libraries throughout the MPLA states. (See MPLA Newsletter, October, 1979-part of project application packet).

BACKGROUND (cont.)

The newsletter article described the Country School Legacy proposal and the various facets of rural education that would be covered in the NEH project grant application. Librarians and libraries interested in participating in the documentation and public programming phases were urged to contact Andrew Gulliford.

Especially gratifying were the number of state-based humanities program executive directors who were contacted for recommendations for humanities scholars and who offered to serve on the executive committee themselves.

The project has been endorsed by the Wyoming Library Association, and every library in Wyoming has been notified about the project through the WLA Newsletter called "The Outrider." A similar approach has been applied in Nevada where 1,500 copies of the Nevada Library Association Newsletter "Horsefeathers" have been sent out with an article describing the grant.

The same has happened in western Nebraska where 32,000 subscribers to the Nebraska Mail-A-Book Program, under the sponsorship of the Nebraska Library Commission, will receive information on the "Country School Legacy" proposal and have been asked to write back concerning information that they have on country schools and possibilities for good discussion topics.

For these reasons the library and public response has been quite gratifying. College library students have volunteered their time (See Volunteer Resource Persons) and 188 libraries have expressed their willingness to assist with the documentation phase and their interest in acting as host institutions for the public programming phase.

The Director of the Central Kansas Library System has even stated that he will contribute $100 to each of his 57 member libraries if they hold nine community-involvement activities within the year. He expects that the "Country School Legacy" project will help many of those libraries achieve that goal.

Support for "Country School Legacy: Humanities on the Frontier" comes not only from 188 public and academic libraries, but also from the National Rural Center in Washington, D.C. and Dr. Gail Parks the Education Program Director. Dr. Parks serves on the "Country School Legacy" executive board.

As Dr. Jonathan P. Sher said in the December, 1978 issue of Phi Delta Kappan, "After decades of relative obscurity, issues relating to education in rural areas are enjoying a minor renaissance across the country. The origins of this renewed interest are unclear, but seem (at least in part) to flow from larger concerns about balanced growth and rural development, a new appreciation of cultural pluralism, skepticism about the quality and efficacy of large schools and urban models of education, and the irony of 'progressive' urban and sub-urban school systems embracing traditional rural practices (e.g. individualized instruction, cross-age grouping, and peer teaching)."

For all these reasons, "Country School Legacy: Humanities on the Frontier" will be a highly successful Public Programs and Library Program grant. The nationwide renewed interest in local history, the cultural diversity within the eight MPLA states, and the current back-to-basics movement will make for excellent public programming in 188 libraries in eight states as the country school experience, past and present, is carefully examined.

OBJECTIVES

The main objective of the grant proposal "Country School Legacy: Humanities on the Frontier" is to stimulate library usage and increase circulation of historical and humanities materials in rural and regional libraries in Kansas, Colorado, Nebraska, Wyoming, North Dakota, South Dakota, Utah, and Nevada.

A second objective is to start something that cannot be finished in the grant time period. To start a revival of interest in one-room country schools, and in so doing help to unite rural communities is another goal. Although a sweeping project to undertake, the grant will hit a responsive cord among citizens in the MPLA states regardless of their age. Senior citizens will enjoy recalling the past, and get eagerly involved in the historical documentation. Young adults, many of them new to rural areas, will welcome the opportunity to know more about the local history of the area and in particular rural education. An entire generation of Americans is now reaching the childbearing years, and this generation, more highly educated than others, has an innate curiousity about country schools.

For urban children to conceive of a school where there are only twelve to twenty children most of whom are relatives or close friends is to contemplate a different world. Values of home, hearth, and patriotism were instilled in country school children and learning took place in a much more carefree atmosphere. Even today, Mrs. Elaine Barbour, Colorado's Teacher of the Year in 1976 and the Nation's Teacher of the Year during the Bicentennial, lets her children come barefoot to school. "It's their school," she says, "They vote for barefeet, barefeet they get."

People today miss those values that were so fundamental in a rural education. Textbooks were inadequate; teachers could have been incompetent; buildings were cold and drafty; yet there was time to step outside and look at the wildflowers. Even time to go fishing if students had enough hook, line, and sinker!

For these reasons of nostalgia, County School Legacy will draw people into the host libraries and get them thinking, discussing, and hopefully acting on issues involving the humanities and public policies past and present.

This grant is particularly suited to the communication and function of the Mountain Plains Library Association which has over 765 individual librarian memberships and 35 institutional memberships. In at least 220 communities of 10,000 people or less, over 400 public and school librarians in eight states are MPLA members. Such an umbrella network will ease all facets of such a large grant and dovetail perfectly with MPLA objectives.

The Mountain Plains Library Association is a multi-state, regional library association concerned with continuing education and related efforts to improve quality of library service in the region. To that end MPLA prides itself on offering continuing education courses to rural librarians who might have no other chances to upgrade their professional training with additional course work and learning opportunities.

The MPLA has three educational offering options which include: grants for individual librarians to get further training at institutes and workshops or through individually designed learning exhibits; a one-to-one relationship continuing education program with inter-disciplinary involvement with

OBJECTIVES (cont.)

learning opportunities in other libraries; and a catalog for learning sites that can be visited at the librarian's own expense.

In the past, learning sites have included the Great Bend, Kansas, Library to study operations of regional systems covering thousands of square miles. Other sites have been the Nebraska State Library to study efficient handling of government documents, i.e., abstracting and indexing state reports, and the Denver Public Library for five day experiences.

Mountain Plains Library Association membership is very stable--changing upwards at 8-10% a year. At least 170 academic libraries and some special libraries have MPLA institutional memberships, and all of these facilities and resources, both in personnel and in extensive historical collections, would contribute to Country School Legacy.

Besides offering a fine program to the public that will encourage greater participation in rural libraries and library historical programs, MPLA members will learn both documentation and public programming techniques during the grant. It will be a benefit to them professionally and that expertise, under the direction of a state humanities scholar, will also be available to libraries and librarians not members of MPLA.

The opportunity for increased use of library facilities by the public, strengthening professional staff experience in the humanities, and using and publicizing the library's humanities resources, is an exciting challenge. The country school topic, however, is a prime theme to develop in all phases of public awareness and continued and increased use of library resources after the grant period ends.

In the words of Nancy Busch, Nebraska Panhandle Library Network Coordinator for twenty-six libraries in eleven counties, "We feel that the 'Country School Legacy' project is now an excellent opportunity for us to take another step in helping the public libraries in Nebraska understand the importance of local history materials and the role they can play in both the preservation and presentation of these materials."

One of the staff member librarians from Nevada who is Assistant Coordinator of the Basque Studies Program at the University of Nevada Library says, "The role of country schools in the life of the community....has changed little. I anticipate a warm reception for discussions and programs in Nevada-one room schools make up a large portion of the life memories of many of our residents."

In conclusion, the grant objectives are to start an on-going inquiry into the history of rural education and current public policies which affect country schools and which will result in greater public use of library facilities and historical collections in public, academic, and special libraries in eight states.

1980 PROJECT SCHEDULE

BEGINNING OF PHASE I -- NOTIFICATION
Notification of grant approval.

June 15-30
Meeting of Executive Board in Colorado.
Notification of grant award to state historical societies, interested local and regional groups, rural library and regional library sponsors.
Telephone meetings with personnel:
- Humanists
- Librarians
- Oral Historian
- Media Director
- Exhibits Director

July 1-30
BEGINNING OF PHASE II -- DOCUMENTATION
Project Director visits staff and tours Kansas, Colorado and Nebraska libraries to further explain the grant objectives and the public programming goals. Personal contact with librarians will help clarify issues, explain grant requirements, and assist in project implementation particularly in small, rural libraries.

August 1-30
Project Director visits staff and tours South Dakota, North Dakota and Wyoming. (For the same reasons as above).

September 1-30
Project Director visits staff and tours Nevada and Utah.

November 19
Meeting of Executive Board

1981

November-February
Research and Documentation continues.
Project Director coordinates activities and further explains the grant to libraries within the MPLA States.

March 1
BEGINNING OF PHASE III -- PRODUCTION
All documentation and written papers required. Oral histories finished. Historic sites identified.

March 1-June 1
All work consolidated.
Project Director tours states.
Booklets, exhibitions, movie finished.
Final local arrangements made.

April 1
Meeting of Executive Board

May 24
Meeting of Executive Board

June 1
BEGINNING OF PHASE IV -- PRESENTATION
"Country School Legacy" program begins in host libraries in eight states. (Four week program-large libraries. Two week program-small libraries).

June 30
Project Director meets with representatives from host libraries to discuss any modifications.

PROJECT SCHEDULE (cont.)

1981

July 1 - August 30	Programs continue to circulate. Major exhibits planned in state historical societies. Maximum publicity push.
September 1	BEGINNING OF PHASE V -- EVALUATION AND CONTINUATION Project Director assumes part-time role.
September-November	Programs continue to circulate. Staff evaluate program success. Host libraries polled for recommendations.
November-December	Seek support for maintenance of generated materials and establish statewide distribution. Last meeting of Executive Board. Final Evaluation Completed.

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GRANT IMPLEMENTATION

PHASE I - NOTIFICATION

This beginning phase of "Country School Legacy" will focus on notifying all humanists, librarians, host libraries, and resource personnel that the grant has been approved. Work will begin immediately, and the project director will devise an elaborate timetable to begin meeting with those individuals he has contacted by letter and telephone.

An integral element of the notification phase will be to meet with the Executive Board to plan strategy and find out how board members can help in their own states. It is a decided advantage to the grant that so many board members are actively involved in their own state-based humanities organizations as well as key libraries in the MPLA states.

Extensive work will also be done to contact libraries and regional library systems about the grant award and to send them a prospectus of grant plans and relevant dates. The project director will attend local and regional library meetings wherever possible to explain the grant objectives and to make it clear that involvement in the grant is in no way dependent upon MPLA membership.

Final strategy will also be mapped out with the media, oral history, and exhibit consultants to assure them of their role in the grant and to outline deadlines that they must meet. The entire month of June, 1980, will be spent in such preliminary activities, and an extensive publicity campaign will begin immediately.

All major newspapers, radio, and television stations in the eight MPLA states will be sent a press release describing the "Country School Legacy" project and the names, addresses, and phone numbers of key personnel who should be contacted by readers and listeners with interest and information on the grant topic. Small rural newspapers will also be sent a press release with photos, and local school districts will be contacted too.

At this time efforts will be made to solidify volunteer personnel from retired state teachers organizations and local units of the Retired Senior Volunteer Program. These volunteers will be recruited to work on identifying local schools as potential historic sites, beginning inquiries into conducting oral histories, and soliciting documentary information on country school records in their area.

Equally important in Phase I will be telephone conversations with librarians interested in the project. After meeting with the Executive Board a packet of information on the grant topic and suggestions on locating historical and geneological information will be prepared to send to interested libraries and librarians. This packet will include a substantial section on public support and current issues involving country schools today. It will serve to provide information as well as evaluate specific interest areas which need to be addressed in each state. An example would be seeking source material on the Americanization of ethnic groups in North and South Dakota and how those immigrants were assimilated into the community via one-room schools.

GRANT IMPLEMENTATION

PHASE II - DOCUMENTATION

This critical period in the grant's timetable will begin July 1, 1980, and extend to March 1, 1981. During this time, the humanists and librarians in each state will be actively involved in part-time work to determine what each state's country school resources are and how those resources can best be made applicable during the grant's Presentation Phase.

The two librarians identified in each state as staff members will coordinate their activities with other libraries and librarians within their state. Travel monies will be spent assessing library collections and documentary resources in private and public hands. State historical societies will become actively involved in combing their files for relevant materials which will focus on topics in the following outline. Humanists will also seek to locate information along these guidelines:

COUNTRY SCHOOLS AS HISTORIC SITES:

All existing country schools whether they are one-room buildings or larger up to a maximum of six rooms will be identified and photographed. Structures will be assessed as to their current condition, history of past uses (i.e., as voting places, hospitals, social centers, etc.[2]) and contemporary uses as meeting rooms or actual on-going school buildings.

Only those structures still standing and of potential rehabilitative value will be identified. One page survey forms will be used in conjunction with recommendations made by state historical society survey directors.

Black and white photography will be used for maximum archival value although structures of particular architectural or historic note may be photographed in color for later use during the Presentation Phase.

Each state will have its own clearing house for these project-generated archival materials including the photographs and negatives which will become their property.

Locations of former country schools will be mapped and interesting material sought out on those specific sites. Schools which have been adapted into homes or buildings of commercial value will be noted but not surveyed.

COUNTRY SCHOOLS AS COMMUNITY CENTERS:

A significant portion of all rural one-room schools served as vital community centers from the date they were built by community members to their demise after World War II. All facets of humanities involvement in the history of these cultural

COUNTRY SCHOOLS AS COMMUNITY CENTERS: (cont.)

outposts on the frontier will be studied. "Farmer's Lyceum" program material will be collected, also information on dramatic presentations, speeches, fund-raising events like box socials, auctions[3], and dances.

This work will focus primarily on adult involvement, but school presentations will also be noted. It was not uncommon for the entire community to work from Thanksgiving until Christmas in preparing the Christmas pageant which involved all grades and numerous costumes and props. Schools with a dozen children may have had as many as eighty adults in attendance for the night of the big performance.[4]

Important issues of the times were debated in one-room schools. These topics included heated discussion on American involvement in World War I,[5] the coinage of free silver, railroad tariff rates, and numerous moral issues such as the right and wrong of capital punishment, Christianity and Evolution, and the ever popular topics of Prohibition and Women's Suffrage.

Such documentation will form a fascinating yet heretofore neglected aspect of American social history and will provide exciting topics for continued discussion during the Presentation Phase. In no other setting except for the Chautauquas in the eastern United States, were the Humanities a more vital part of the American social scene on the grassroots level. Many discussions were accurately modeled after Greek and Roman themes. High school texts for New Castle, Colorado in 1923 included the Complete Works of Shakespeare, Carlyle's Essay on Burns, and The De Coverly Papers from The Spectator, by Joseph Addison.

The grant will seek to identify all elements of humanities involvement by the out-of-school adult public who frequented country schools for evening programs from the 1880's until World War II. It was an age of reform and great campaigns.

It is of more than passing interest that a one-room schoolhouse, called the "Blue Goose," on West Divide Creek south of Rifle, Colorado was attended in 1905 by President Theodore Roosevelt. He gave the Sunday service as he stood in the back of a buckboard wagon.[6]

COUNTRY SCHOOLS AND THE AMERICANIZATION OF ETHNIC GROUPS:

At no other time in American history were immigrants pouring into the United States in greater numbers. Thousands of these immigrants, attracted by railroad handbills which circulated throughout Europe, left the docks at New York only to board trains for the great expanse of free land still

COUNTRY SCHOOLS AND THE AMERICANIZATION OF ETHIC GROUPS (cont.)

available for homesteading in the West.[7]

These immigrants brought with them valuable Turkey Red Wheat seed, a few ponderous steamer trunks, and whatever tools they could box, ship, or carry. They came West seeking a new frontier, and they found it on the treeless Wilderness of the Great Plains. Like all first generation immigrants, they were deeply indebted to their new homeland and determined that their sons and daughters would "speak the language good" and succeed on farms wrested from the virgin prairie soil.

Imagine the countless number of country school teachers who were ready to resign after the first day of teaching when they found that their charges spoke three different Slavic dialects! The crush was on to become first class American citizens.

This will make for fascinating investigation, as librarians and humanists trace those teaching techniques and methods which country school teachers employed in their successful attempts to Americanize their students.

Such documentation will be a key element in the exhibits and discussion during the Presentation Phase as third and fourth generation residents seek to unravel the early education of their great-grandparents. Tracing one's roots has become an extremely popular national pastime, and many residents in MPLA states will flock to library programs which will tell them more about their forefathers. Tracing geneological records may be an important part of the Presentation Phase depending upon local and community interest. Most libraries have experienced a tremendous upsurge in the use of their geneological files, and the same public interest should heighten with the discussion of country schools and immigrants.

As the grant enters this second phase, every attempt will be made to identify local and community representatives from different ethnic groups. These representatives will help to trace the early educational history of their respective nationalities. Some of the groups included in the eight MPLA states are: Mexican-Americans, Japanese, Norwegians, Swedes, Germans, German-Russians, Italians, Scots, English, Danes, Poles, Bohemians, and Czechoslovakians.[8]

READING, WRITING, 'RITHMETIC, AND RECITATION

Throughout the United States today, parents, educators, and school boards have all leaped on the "back to basics" bandwagon in the hopes that it will raise test scores. A decade ago all the rage was for innovative education and open-concept schools. Individualized teaching was the catch-word and curriculum committees sought desperately to update the curriculum with "relevant" topics.

READING, WRITING, 'RITHMETIC, AND RECITATION (cont.)

Ironically enough, country schools exemplified the best and worst of both the "back to basics" and "open-concept" teaching techniques. One would be hard put to find a more open-concept classroom than the traditional one-room country school where non-graded classes functioned on a regular basis.

With no interior walls and only one central coal or wood stove in the middle of the room, ages and grades of students became meaningless when a teacher might have only two first-graders, three fourth-graders, half a dozen fifth-graders, and two large, strapping male eighth-graders with surly dispositions.

Uniformity did not exist in textbooks and curriculum materials from grade to grade much less from school to school. Everything was individualized out of necessity, and a single map or globe would have been a treasured "audio-visual aide" back before the word was even coined.[9]

Today's educators speak of "back to basics" but few of them have really studied what that phrase may have implied a hundred years ago. All work was recited because of a lack of chalk, chalkboards, paper, and pencils. Math tables, chemical formulas, historical dates, and entire epic poems including "Horatio at the Bridge" had to be memorized.[10]

To lose a spelling bee was a traumatic experience. Many eighty-year old adults remember vividly the one word that tripped them up at the county spelling bee!

For these and other reasons, librarians and humanists working on this topic will find a wealth of readily available information which will be extremely valuable to educators served by local and regional libraries in each state. Because of this topic alone, teacher participation should be high during the Presentation Phase when local libraries host seminars and discussions. In more than one library, there will undoubtedly be a lively interchange when young teachers meet retired teachers who can tell first hand what country schools and "back to basics" really stood for.

Modern curriculum directors will enjoy the program, and senior citizens will dust off their well-worn copies of McGuffey's Readers for just such an evening's interchange.

TEACHERS: THEIR ROLES, RULES, AND RESTRICTIONS

It took a special personality to teach in a one-room school where the pay was minimal and a portion of the small salary was worked out in boarding with different members of the community. [11]

One's every action was appraised by eagle-eyed members of the School Board. As late as 1927 in Steamboat Springs, Colorado,

TEACHERS: THEIR ROLES, RULES, AND RESTRICTIONS (cont.)

specific contract provisions included no smoking and drinking for male teachers although they could take one evening a week for courting purposes, provided they attended church regularly and taught a Sunday school class.

Female teachers could not wear bright colors, had to be at home from 8 PM to 6 AM, and forfeited their job if they got married.[12]

Besides the exhausting daily teaching duties, there were also specific cleaning obligations, and teachers had to be at school first thing in the morning to stoke up the fire.

Serious inquiry into the personalities of these pioneer teachers will make for interesting discussion during the Presentation Phase. Many hundreds of one-room school teachers are still alive and will provide fascinating insights into rural education during library seminars.

The whole question of handling discipline will come up, and how young female teachers dealt with problem students who were often as big or bigger than the teacher herself. The certification process will be studied. Many teachers never attended college. They passed the county teaching exam and had their own school at the age of seventeen or eighteen. Later on, of course, certification requirements became more rigid.

Other individuals who are non-teachers will be interested in the type of woman who taught in some of the early country schools and her possible relationship to feminist principles.[13] Single women had few job options in The West, and a discussion of their role in educating generations of new settlers and homesteaders will work well in the Presentation Phase.

COUNTRY SCHOOLS TODAY

Increasingly throughout the United States special interest groups in local communities are banding together to maintain existing country schools. Efforts at further consolidation are being thwarted because parents feel that children get a better education when teachers are on intimate terms with their children.

In Nebraska, 1,111 country schools still operate, and there are smaller numbers still functioning in each of the MPLA states. As schools around the country have gotten bigger and more standardized, personal teacher-pupil relationships have suffered, and it is this individual attention that has always been the hallmark of a country school education.

This aspect of the grant will combine the humanities as they exist in country schools today, both in the classroom and during the evenings for special adult programs, with a deep concern for public issues and the future of rural education.

COUNTRY SCHOOLS TODAY (cont.)

More and more attention is being paid to the vital link between school and community that is so essential to a good education. The Vermont Teacher of the Year for 1970, herself a country school teacher, says, "If a person is to understand himself and his place in the world, the learning process must be freed from confining barriers and become integrated with the daily affairs of the people of all ages who are the community."[14]

Many rural areas are choosing smallness and local country schools survive for educational reasons as well as economic reasons. Two-hour bus rides in one direction are not conducive to a good education. As the energy crisis becomes more acute, and alternative sources of fuel must be found to heat buildings, country schools may experience a rebirth. For the first time in American history, census figures indicate a movement back to rural areas, and the country school may no longer be a thing of the past.

"The success of the National Adult Basic Education movement indicates one area of potential school service to the community. The rise in interest nationally in traditional rural skills and crafts (quilting, gardening, canning) suggests that the school might become a center where the older members of the community could come to teach the younger adults. On a simpler level, the school building could be made available for community groups as a recreation hall, a card club center, and a meeting place for a variety of civic events."[15] In other words, country schools in the future could become later models of their earlier predecessors!

Perhaps more than any other discussion topic, the Presentation Phase will successfully involve the public with discussion on country schools today. Rural education is a topic close to the hearts of all people in rural areas, regardless of their age. Consolidation fights are still bitterly contested in communities that have shared the same school facilities for twenty years. Participation in this seminar topic will be extensive as the humanities and public policy issues are presented throughout local and regional libraries.

The amount of readily available documentary material on country schools will be a great asset to this phase of the project.

** In the summer of 1979 the Panhandle Library Network, serving eleven western Nebraska counties completed a survey of the local history resources in public libraries, local historical societies, and state and federal history archives in the Nebraska Panhandle. The result of this was a guide titled "Nebraska Panhandle History: A Resource Guide" and a workshop held for librarians on developing and working with local history materials.

COUNTRY SCHOOLS TODAY (cont.)

** The Rapid City Public Library has the following materials about education in South Dakota: Bale, C. J. Studies in the Development of Territorial Education in the Black Hills of South Dakota With Special Reference to Pennington County 1876-1890 (thesis); Blekestad, I. Territorial School Days in Pennington County 1876-1890 (thesis); Hunkins, R. V., S.D.E.A. the First 75 Years: Memoirs of South Dakota Retired Teachers.

** At the Pioneer Memorial Library in Colby, Kansas, there are a number of local resources on Thomas County Schoolhouses. The local museum also has a large collection.

** A valuable manuscript at the State of Utah Department of Development Services, Division of State History, is: Manuscript A155 John Q. Cannon's memory of "A Famous Village School" n.d. Dr. Thomas G. Alexander of the Charles Redd Center for Western Studies of the Harold B. Lee Library at Brigham Young University is the Humanities Scholar from Utah and serves on the State History Board.

** The Forsyth Library at Fort Hays State University in Hays, Kansas has special collections on Western History, Western Kansas History, Volga Germans, Early Twentieth Century School Textbooks, and even a restored one-room school on the college campus!

** A fascinating 350 page book titled Cow-Belles Ring School Bells published by the Albany County Cow-Belles in Wyoming vividly describes the country school experience from first hand documents and recollections from former teachers and pupils from School District No. 1, the largest in the United States. Mrs. Dixie Mathisen, former Albany County Cow-Belle President, has agreed to assist with "Country School Legacy."

Many more valuable documents and resource contacts will become available as Phase II of the "Country School Legacy" grant gets under way. In a letter from the Rifle, Colorado, Public Library the librarian states, "Country Schools were the hub of the community, not only did the child receive his education there but community dances, church services, pot luck dinners, and meetings took place in the school house. The people of each locality took great pride in their school. As a librarian in a small public library, I recommend that this rich culture of our past be researched and documented."

FOOTNOTES--GRANT BACKGROUND AND PHASE I AND PHASE II

1. Sher, Jonathan P., editor, Education in Rural America: A Reassessment of Conventional Wisdom, Westview Press, Boulder, Colorado, 1977 p. 27.

2. See "Historic Sites and Structures, El Paso County, Colorado", p. 9 (Staff Vitae and Resume Materials)

> "For a time optimism ran high and area homesteaders shared in the happy vision of the good life on the Plains. The land was improving. It was filling up. With just such a faith in the future, Truckton residents in 1917 built a new school that was a showplace for the community. With lumber and supplies hauled in from Colorado Springs, a hardwood floor was laid, and woodwork installed and stained mahogany. This was to be a school for a thriving community, and two huge woodburning stoves were installed to keep the building warm. Even before the building was completed it had to serve as a temporary hospital for victims of the flu in the World War I epidemic. The Truckton School today looks almost exactly as it did when it was built. But it is not a school anymore; it is used as a church for a local congregation. The woodwork is still there. Even the coathooks remain on the walls, but the students are gone.

3. In an oral history interview done for the Plains and Peaks Regional Library System in 1974 by Andrew Gulliford, Zola Kravig of Karval, Colorado, described an auction to raise money for the community school. The Ladies Aid Society had written to famous Americans to send an item of clothing to be auctioned off for the school. President Woodrow Wilson's wife sent a lace handkerchief that fetched a high price!

4. Education in Rural America, p. 97.

5. In an oral history interview done by Randall Teeuwen for the Colorado Centennial-Bicentennial Commission in 1976, an older German immigrant described his father's reasons for coming to the United States. He said, "My father wanted to come to this country to avoid military service, and my grandfather had served his time and just wanted a new home."

   Many American immigrants feared American involvement in World War I because of the reprisals they knew they would suffer. They came to America as pacifists from countries where military service meant lifelong forced conscription.

FOOTNOTES (cont.)

6. See "Country School Legac : Humanities or the Frontier" Letter of support from the Rifle Library, Rifle, Colorado.

7. Michener, James A., Centennial, Random House, New York 1974, p. 885.

> "In the early years of the twentieth century this eagerness to move westward reached its height. New immigrants from Europe who did not wish to be trapped in city slums caught the train to Chicago and from there to the wheat fields of Dakota and Minnesota...Young ministers, middle-aged hardware merchants and old roustabouts joined the movement while a score of different railroads sent persuasive men into all towns preaching the doctrine of free land in the West."

8. Significant original research of Czechoslovakian immigrants to eastern Colorado has been done by Andrew Gulliford and Randall Teeuwen for the Penrose Public Library District in Colorado Springs, Colorado, and is included in theprogram "As Far As The Eye Can See: A High Plains Documentary."

9. Education in Rural America, p. 88.

10. Ewing, Margaret and Clark C., Early McCoy, Robinson Press, Glenwood Springs, Colorado, 1976 p. 57.

> "Summer 1893 - The boy with his sister behind him rode bareback on the little Indian pony. Flossie trotted along slowly, knowing well where she was headed. The log schoolhouse was four miles away, down a mountainside, across the creek, and back up the other side of the canyon. 'Listen now,' the boy said. 'See if I can say it all the way through without forgetting.' And he began to recite "Horatio At The Bridge"...'With weeping and with laughter still is the story told, how well Horatio kept the bridge in the brave days of old.' It was Friday, the day everyone spoke a piece."

11. Education in Rural America, p. 87

> "When a school had once been decided upon, it became to a marked degree, a community undertaking. The parents met and helped to build the schoolhouse, and hew out and install the furniture; they determined how long they would maintain the school; they frequently decided whom they desired as a teacher, and...they all helped to provide the teacher with board and lodging by means of the now obsolete 'boarding around'

Education in Rural America (cont.)

> arrangements...schools were essentially local affairs, directly related to local needs and local conceptions."

12. Steamboat Springs, Colorado, high school students' publication "Three Wire Winter" seventh issue, Spring, 1978, p. 53, article "Forgotten Country Schools: Yes, It Was a Privilege", by Grace May and Ginger Infanger.

> Contract Provisions for the Mount Harris School, 1927
>
> Women teachers are not to keep company with men and agree to be at home between the hours of 8 PM and 6 AM unless attending a school function.
>
> Women teachers agree not to get married. This contract becomes null and void immediately if a woman teacher marries.
>
> All school employees are not to leave town at any time without the permission of the chairman of the school board.
>
> The teacher agrees not to smoke cigarettes.
>
> This contract becomes null and void immediately if the employee is found drinking alcoholic beverages.
>
> Women teachers are to dress and conduct themselves in a puritanical manner as follows: Not to dress in bright colors, not to dye her hair, to wear at least two petticoats, not to wear dresses more than two inches above the ankle, not to use face powder, mascara or paint the lips.
>
> Men teachers may take one evening a week for courting purposes, providing they attend church regularly or teach a Sunday school class.
>
> The teacher agrees to keep the classroom clean; to sweep the classroom floor at least once daily; to scrub the classroom floor once a week with hot water and soap; to clean the blackboards at least once daily and to start the fire at 7 AM so the room will be warm at 8 AM when the patrons arrive; to carry out the ashes at least once daily and shall perform other duties as described by the Board of Education.

Contract Provisions (cont.)

> Each teacher should lay aside from each pay a good sum of his earnings so he will not become a burden to society."

13. See "Country School Legacy: Humanities on the Frontier". Letters of Support and Recommendation from Ms. Rosemary Bergstrom, Administrative Assistant, Center for Great Plains Studies, University of Nebraska.

14. Education in Rural America, p. 115.

15. Ibid. p. 116.

COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

(Oral History Questions)

1. What was the first day of school like?

2. How many country schools did you attend?

3. How many schools did you know of in your area? What were their names?

4. What were your teachers like? How long did they stay in the community?

5. What subjects did you study?

6. Do you remember any particular incidents that happened?

7. How large were your classes?

8. Was going to school exciting or boring?

9. Was the schoolhouse used for other things by the community?

10. Do you remember any serious bad weather?

11. How were you disciplined?

12. What do you remember about adult activities that took place in the evenings?

13. Did you have to give recitations?

14. How would you rate the education you received in a one-room or country school?

15. How were the humanities presented such as history, philosophy, language arts, etc.?

COUNTRY SCHOOL LEGACY (cont.)

16. What did you like best in school?

17. What were your worst subjects?

18. Did you have any homework?

19. Describe your school day from start to finish.

20. Do you feel it made a difference in your upbringing that you went to a country school?

21. Were there any "bullies" in your school?

22. How was your schoolhouse heated?

23. What do you think about your early school days now that you are much older?

24. Do you feel country schools should be allowed to deteriorate or should they be preserved?

25. What is the role of country schools in rural education today?

GRANT IMPLEMENTATION

PHASE III--PRODUCTION

From March 1st of 1981 to June 1st of 1981, the Production Phase of the grant will represent one of the busiest times in the grant period.

Extensive travel on the part of the Project Director will confirm statewide plans for the Presentation Phase, and all humanists, librarians, resource persons, and volunteers will have to have their documentation completed so that the materials can be evaluated for discussion content. Meetings with host libraries and regional library systems will confirm local arrangements for the Presentation Phase which will begin June 1, 1981.

A second media blitz will kick off the Presentation Phase in each state, and after meeting with the Executive Committee on April 1, final touches will be put on booklets, brochures, and discussion guides which will be sent off to the printers. Humanists and librarians throughout Phase II will have been aware of the need to cull specific material, whether it be primary source quotations, old photographs, school records, etc. for use in the booklet and in the exhibits.

Each state will have its own traveling exhibit which will feature both two-dimensional and three-dimensional country school materials that will heighten public interest in "Country School Legacy: Humanities on the Frontier." The exhibit will function so as to be grouped as one unit for large display in urban and university libraries and reduced in size for small rural libraries that could possibly only accommodate two or three carousels.

Librarians contacted about the use of country school exhibits were quite pleased with Ms. Berkeley Lobanov's modular concept and were particularly concerned about size and weight. As project consultant Exhibits Director, Ms. Lobanov will poll participating libraries for suggestions prior to her final draft of the exhibits design.

Besides work done by Ms. Berkeley Lobanov, Exhibits Director, formerly of the Children's Museum, one of the Executive Board Members, Dr. Fred Schroeder, has published on the topic in the American Association of State and Local History's Technical Leaflet #91 on planning exhibits.

Wherever possible, materials that can relate to country schools in all eight states will be shared, i.e., old textbooks, particularly good old photos, exceptionally graphic first hand accounts, etc. At least 50% of exhibit materials will concentrate on themes and documents from the state in which they were generated.

The movie will also be completed during this phase with footage of representative schools in each of the eight states, and a script which will address the general themes explored by humanists and librarians. Actual footage of a current country school in progress in Nebraska will be supplied by the Kansas State Network and will be excerpted for use in the movie program. Media presentations are high drawing cards in most library programs, and the movie "Country School Legacy" will be used to begin discussions during the Presentation Phase.

PHASE III--PRODUCTION (cont.)

A copy of the movie will be provided for each state and given to the state depository or clearing house. Slide-tape shows that can concentrate on much more local country school experiences will also be created from the photographs and collected oral histories.

Other topics for documentation will naturally evolve and also be included in the Presentation Phase. The Documentation Phase will purposely be flexible enough to accommodate state-by-state variations in the country school experience. Some states will have much more information on immigrant settlement; other states will be more keenly involved with country schools today.

Although the staff will consist of a humanities scholar and two librarians from each state, many more individuals will be working on the documentation phase as the publicity from Phase I becomes effective. Many resource individuals have been located in Colorado who are eager to assist on the project. Others will be identified in the additional MPLA states as the project gets under way and staff members begin making their contacts.

The collection of oral histories, work which will begin in Phase II, will be finished in Phase III and provide valuable information for the discussions. The slide-tape shows which have been budgeted will come from these collected oral histories directed by Ms. Nancy Whistler, Oral Historian for the Denver Public Library.

Library staff members will help gather oral histories as will senior citizens and retired teachers who will learn about the project through local newspapers. The Project Director has worked with senior citizens a great deal in his previous grant "The Years Ahead: Life for the Aging in Northwest Colorado." (See "Country School Legacy: Humanities on the Frontier" Staff Vitae and Resumes). The elderly are a valuable source for local history and many volunteers will be found in each of the eight MPLA states who will want to help with the identification of one-room country schoolhouses and in sharing their own personal knowledge of rural education.

In South Dakota, the Office of Cultural Affairs Oral History Center will assist in the preparation of oral histories for that state. Meetings with the Project Director and the Oral History Director will take place in Phase I prior to their implementation in Phase II. All oral history materials and questionnaires will be standardized and integrated with any existing materials used by state historical societies Ms. Nancy Whistler will be in charge of training sessions which will take place in the fall of 1980 when a sufficient number of interested interviewers have been identified in each state. A preliminary questionnaire sample has already been drafted[14] and Nancy Whistler's Oral History Workshop Guide, used by the Denver Public Library and endorsed by the Oral History Association will also be supplied to each interviewer.

PHASE III--PRODUCTION (cont.)

All efforts will be made to standardize documentation procedures and provide easy information access for collected materials. State clearing houses will provide statewide access for project generated materials during the Presentation Phase as well as the Evaluation Phase and beyond. In accordance with grant objectives, it is imperative to facilitate statewide dissemination of materials long after funding has ceased.

Equally important will be the training of rural librarians in the collection and preservation of local history, geneological and oral history resources, as well as photographic documents as they pertain to the grant topic. A primary function of the Project Director during this phase is to facilitate such workshops for librarians who need assistance.

Minimal cataloging procedures will be devised for the Mountain Plains Library Association for picture files, consistent bibliographic data on textbooks, reference key words for subjects in oral histories, etc. Specific librarians will be responsible for making resources consistent and retrievable before going to statewide repositories.

GRANT IMPLEMENTATION

PHASE IV--PRESENTATION

All the previous grant phases have led up to the Presentation Phase or the time frame for public programming. This is the most important part of the "Country School Legacy" grant, and its success will depend on careful planning, local arrangements, and synthesis of the earlier work put forward by humanities scholars and librarians.

Publicity will be a key factor in this discussion phase and all of the resources of the grant, the Mountain Plains Library Association, state and regional libraries, and library systems will be put to use. Discussion topics will include: Country Schools as Historic Sites; Country Schools as Community Centers; Country Schools and the Americanization of Ethnic Groups; Reading, Writing, 'Rithmetic, and Recitation; Teachers: Their Roles, Rules, and Restrictions; and Country Schools Today. Other discussion topics will undoubtedly evolve out of the documentation phase and will be included in each state's programming for those libraries where the topics are relevant.

One approach to the Presentation Phase is to use an outline prepared by Charles Johnson the humanities scholar from Colorado. Mr. Johnson sees four ways that the discussion might lead, and each avenue will be included in the booklet and brochure. (Addendum #5). He sees the country school topic divided into: One-Room Schoolhouses in The West (geographical), The One-Room Schoolhouse and the Westward Movement (logical-chronological), The American One-Room Schoolhouse (stimulus-response), and "The Little Red Schoolhouse" (nostalgia).[1]

Dr. Fred Schroeder, a member of the Executive Board, feels that "there is considerable nostalgia about country schools which will benefit the program in being a natural draw." He feels that the exhibit should precede each discussion and that it will then serve to generate interest as preliminary advertising. He also thinks it is important to have packets for suggested reading material, schedule announcements, etc. They will be included in the brochure with each library inserting its own book and source list depending upon what they have available.

Dr. Schroeder feels that discussion guides are very important, and that it is essential for local staff involved in the public programming to develop techniques to use the pictures and artifacts as well as books. The movie will also serve to introduce the presentations and will be shown throughout the length of time that the exhibit is at a particular library. At this point, no specific scheduling dates have been made with libraries and library systems pending successful notification of the grant award. Interest remains high, however, and scheduling conflicts within a state will need to be worked out at a closer proximity to the presentation dates in 1981.

Public programming will vary depending on the size of the library. A great many small, rural libraries that rarely sponsor special programs will be very excited to host discussion-seminars particularly based on locally

PHASE IV--PRESENTATION (cont.)

generated materials. Ms. Cheryl Drury of the Dickinson Public Library in Dickinson, North Dakota, was particularly enthusiastic about the potential for her library, a small facility in a remote area of North Dakota, to be actively involved in a project of such magnitude. She felt confident that the local historical societies would join hands with libraries in working on the grant. Throughout the MPLA states, the same spirit of cooperation will exist when historical societies and local libraries pull together to present such a successful common theme.

Doing History is a booklet put out by "Little Time Machine" an ESEA Title IV-C Demonstration Project at Norlands Living History Center, Livermore, Maine, sponsored cooperatively by the local school district and the Washburn-Norlands Foundation. The booklet describes in detail a one-room schoolhouse that has been carefully reconstructed and sees active use as a historical site visited by school children from throughout the state of Maine. Because monies for the project were underwritten by federal Title IV-C funds, it would be possible to adapt the same idea to schools in the MPLA states. (Addendum #6).

Such information will be a significant part of the Presentation Phase where librarians will work with members of the community to help them identify and utilize their country school resources.[2] The discussion-seminars will act as catalysts for local historical societies to undertake projects of their own concerning rural education or the maintenance of existing country schools still in use. In many communities the buildings still exist.

Here is where the historic site selection will prove invaluable in helping local communities to realize the value of their country schools as historic sites. Awareness will increase during the library seminars, and those schools which are not now in use by the community (many still serve as voting places, 4-H Club meeting houses, etc.) will perhaps be preserved and given a new lease on life through adaptive use procedures.

Urban and larger libraries in the MPLA states will have longer presentations running into a month long series rather than the two weeks which will be featured in smaller, rural libraries. Branch libraries will be able to host some of the discussions and the exhibit may travel from library to library within the city of Denver or Salt Lake City or Lincoln, Nebraska. An example of a good calendar for such presentations appeared in the Pikes Peak Regional Library District "Tip Sheet" for the series on Earth Skills. Such a calendar would be devised for country school public programming and would depend on library and staff resources for the summer months in 1981. (Addendum #7).

Dr. Fred Schroeder suggests "because of the enervating effect of nostalgia, make sure the discussion starts at a negative point--what was wrong with country schools--it could be a better lead into contemporary issues." The humanities scholars involved in the Documentation Phase will be equally involved in presenting the materials and will meet ahead of time with the Project Director to go over discussion techniques. Each state's two

PHASE IV--PRESENTATION (cont.)

librarians will also be key figures in the public programming, and it is a decided advantage for these staff members that the Presentation Phase will take place in the summer when they are free from their other academic duties and can travel with the program.

Dr. Schroeder further notes, "I especially like the discussions based on readings--a weakness in every public program I've worked with is that the public is never asked to read--all they ever do is respond to something they've just seen or heard." All efforts will be made to alleviate this problem with the use of handouts and the availability of reference books on the book list for the evenings and afternoons of the discussions.

Even in the nine months allotted for the documentation phase, the humanists and librarians will have barely scratched the surface of a state's country school resources. Dr. Schroeder suggests "A good approach would be for the discussions to be planned to lead toward local resource development in one of several areas:

Oral histories
Books, letters, diaries
School paraphernalia (texts, globes, seatwork)
Historic Preservation
Historic Interpretation
Country School Themes (already enumerated in the Documentation Phase)

"Thus you could build in not only an initial focus (people do not like to go in all directions at once) but you could guarantee local determination of activity. Town A wants to do oral histories; Town B is collecting textbooks. During the discussion phase the participants could self-determine."

The Presentation Phase itself would be broken down into phases such as:

I. Publicity, Exhibit

II. One-Night Public Program

(Issues in rural education then and now or perhaps a different night devoted to each of several topics such as Teaching Techniques, Curriculum, etc.).

III. A week later discussion based on distributed readings. Decision: Is there anything we should do to research or preserve our rural education heritage?

IV. Task force on procedures.

V. Proceed with maximum help from library staff.

PHASE IV--PRESENTATION (cont.)

The purpose and usage of grant materials will vary from library to library, but regardless of the specific form, there will be consideration of educational issues in the light of local heritage and a reasonably restricted collection of local resources.

The grant will have achieved its objective of increasing public interest in local history as it pertains to rural education and the use of library holdings on one-room country schools.

For those reasons, Delmont R. Oswald, Executive Director for the Utah Endowment for the Humanities, states that the "project should be of great interest to the people of Utah. I also wholeheartedly give my support in any way I can to help develop the project." He will be serving on the Executive Board.

Michael J. Holland, the Executive Director for the Nebraska Committee for the Humanities, states "I am quite certain that the Nebraska Committee would be most interested in assisting to promote use of the exhibit in the state."

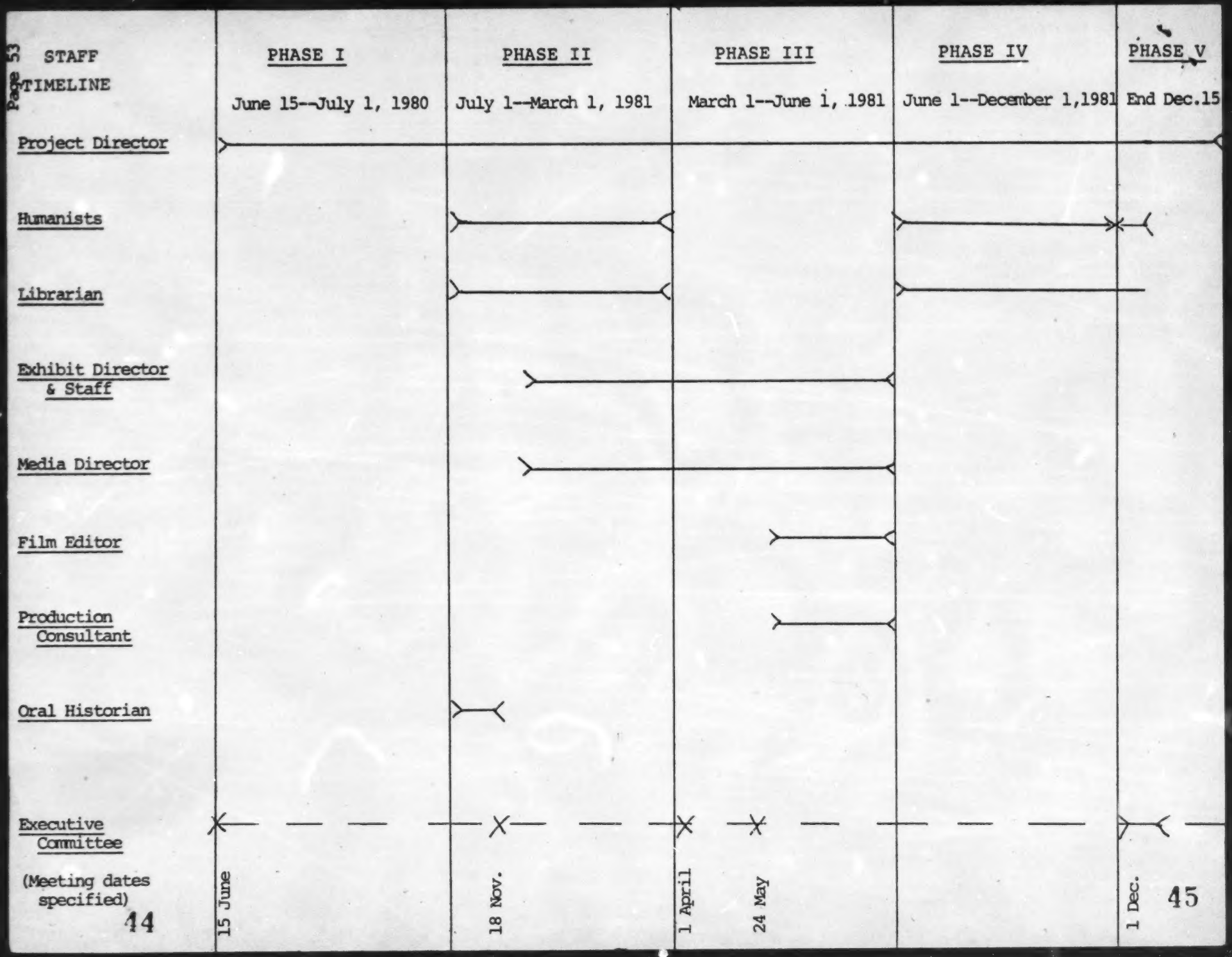
Seventeen Kansas counties are represented by the Central Kansas Library System, and its administrator, James Swan, says, "'Country School Legacy' is a worthwhile and interesting project to us. We would like to express our desire to participate with you in this project. We expect our librarians to be cooperative and helpful in discovering some of the information you seek. We also expect that many of our communities will want to participate in a program on the rural American school. In fact, we have an incentive grant program as part of our system grant distribution which will allow libraries to receive money because of community involvement programs such as yours."

With 188 participating libraries, the Presentation Phase, complete with movie, exhibits, brochures, booklets, and well-orchestrated discussions will be the highlight of the grant proposal and a significant innovation in rural library public programming.

FOOTNOTES--PHASE IV - PRESENTATION

1. Schroeder, Fred, "The Little Red Schoolhouse" in Icons of America edited by Ray B. Browne and Marshall Fishwick, Bowling Green University Press, 1978, p. 139-160.

2. Snyder, Tom, Executive Producer, "Prime Time Sunday." In a special feature that aired on December 23, 1979, many facets of education today in West Point, Nebraska were explained. Residents like the one-room school because "It is a focus for widely scattered communities." The teacher enjoys working there because, "It's so much like a family. The older ones take care of the littler ones." In the words of the narrator, "The school Christmas program is an important ritual. At country schools, generations are brought together through their children."


STAFF TIMELINE
PHASE I
June 15--July 1, 1980
PHASE II
July 1--March 1, 1981
PHASE III
March 1--June 1, 1981
PHASE IV
June 1--December 1,1981
PHASE V
End Dec.15
Project Director
Humanists
Librarian
Exhibit Director & Staff
Media Director
Film Editor
Production Consultant
Oral Historian
Executive Committee
(Meeting dates specified)
15 June
18 Nov.
1 April
24 May
1 Dec.